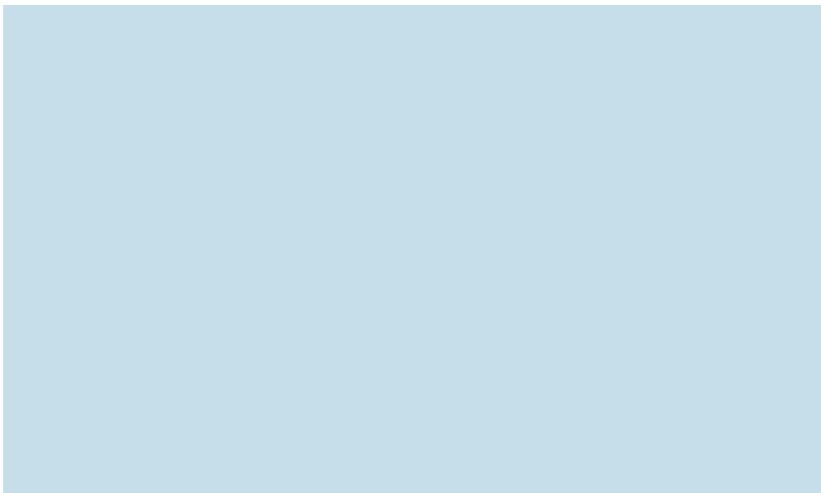




INTERNATIONAL MASTERSON INSTITUTE | AUSTRALIA

ONLINE POSTGRADUATE TRAINING PROGRAM

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INTRODUCTION

What are “Disorders of Self”?

Research in affective neuroscience by contemporary pioneers such as Antonin Damasio, Jaak Panksepp and Alan Schore reveals how human beings are neuronally wired to support the emergence of a ‘self’ which develops optimally from birth when nurtured by caregivers. In adulthood, an individual whose self has been nurtured in this way will show capacities which reflect the emergence and maturing of his or her ‘self’. She will be aware of her own feelings and able to manage them; she will assert herself appropriately with others, as well as being able to sustain close or intimate relationships; she will have the capacity to direct herself with regard to goal setting and meeting the challenges of reality with a sense of well being and competency. She will be able to experience herself as a worthwhile and competent person, whose humanness encompasses both strengths and weaknesses.

Healthy self esteem is the consequence of the development of these capacities of the real self. By contrast, adults and adolescents who suffer from poor self esteem have difficulties in experiencing and/or acknowledging their feelings. They feel “bad” about themselves –often at a nonconscious level – which gives rise to difficulties in self assertion and self activation. These difficulties compound if untreated, leading to further cycles of self attack and self hatred, which in turn impacts on the individual’s ability to form secure and lasting relationships. Many of the symptoms of the underlying disorder of self arise in the form of “depression” or an “anxiety disorder”. In our experience, the clinician in private practice and the psychiatric registrar on an inpatient unit are treating manifestations of the same underlying problem of disorder of self, reflected in different levels of functioning: the patient’s impaired real self, masked by the defenses of a maladaptive and reactive “false self”.

The clinician who is competent in the diagnosis and treatment of disorders of self is most effectively placed – whether within a private setting or public hospital – to help a wide range of people through helping identify and inform treatment options best suited to their needs.

THE THREE YEAR POSTGRADUATE TRAINING PROGRAM

Fifty years ago, the late Professor James Masterson, Emeritus Professor of Psychiatry at Cornell University Medical School prior to his death in 2011, began his career as an adolescent psychiatrist interested in research into behavioural acting out in adolescents. The adolescent turmoil theory at that time stated that adolescents who had symptoms did not need treatment because they would grow out of them. His landmark longitudinal research, published in his trilogy of books on “The Psychiatric Dilemma of Adolescence”(1973) led him to conclude that adolescents do not grow out of turmoil but rather develop into adults whose lives are impaired by inflexible character traits. The results of his inpatient research, published in “From Borderline Adolescent to Functioning Adult”(1980), revealed how rigid character traits form as a defense against an unconscious abandonment depression, whose origins could be traced back to underlying problems within the maternal-infant dyad.

This insight into the arrest of the self, anchored by a nonconscious ‘abandonment’ depression became the cornerstone of a large body of work laying out the clinical approach to the treatment of these patients. This led to the setting up of training institutes on the East and West Coast of the USA. Professor Masterson was joined in this endeavour by Ralph Klein, MD, who was at one time Associate Professor of Psychiatry at the College for Physicians and Surgeons at Columbia University. Dr. Klein served as Clinical Director of the Masterson Group into the Research and Treatment of Personality Disorder. He was the originator of much ground breaking research into the treatment of the schizoid disorder of self and was co-author with Masterson on many of his seminal textbooks.

Professor Masterson became the founder of the American Society for Adolescent Psychiatry and Director of the Masterson Group for Treatment and Research in to Personality Disorder. The International Masterson Institute (IMI) oversaw the development of training institutes in South Africa, Turkey, Denmark, England and Australia. At the same time, Kent Hoffman and his colleagues, who undertook the Masterson Training in the 1980’s, integrated seminal insights from the Masterson/Klein body of work with emerging research from attachment theory into the Circle of Security, now an award winning and internationally acclaimed Program which seeks to transform the intergenerational transmission of psychopathology.

The Postgraduate Online Training in the Psychotherapy of the Disorders of the Self, a collaboration between Australian clinicians trained in this model, formed an affiliation with the International Masterson Institute (West Coast USA) to make this training available online in Australia in 2013.

GOALS AND STRUCTURE OF THE PROGRAM

The Postgraduate Training Program has been specifically developed to teach a body of knowledge, best understood as a Developmental, Self and Object Relations theory, integrated with contemporary attachment theory and the neurobiologic development of the self. This integration is the necessary foundation to the development of clinical skills pioneered by Masterson and Klein which enable clinicians to diagnose and treat patients who have disorders of self.

The curriculum of the Program is divided into three major areas:

Theories of Development, which aim to give the student a grounding in the understanding of how healthy self development occurs, as well as how we come to form mental representations of ourselves and others (Object Relations theory).

The Psychopathology and Psychodynamics of “Disorders of Self”, with specific attention to the etiology, diagnosis, and clinical treatment with the Masterson approach, which enables the clinician bring together Object Relations and Self theory with a particular focus on the operations of procedural memory.

Continuous Case Conference, which enables students to integrate insights from Self/attachment theory with Object Relations theory with a rigorous focus on each clinical “moment”.

This integration takes place through:

Didactic Seminars, which lay the foundation for the integration of theory in the first two years (2+) of the Program.

Case conference, which facilitates clinical integration of the core ideas.

Individual weekly supervision

COURSE INFORMATION

Year One	Theory	Psychopathology	Treatment
Semester One	<u>The Self:</u> Developmental and Attachment theory	Borderline Personality Org.	Case Conference
Semester Two	Models of the Mind 1	Narcissistic Personality Org.	Case Conference
Year Two	Theory	Psychopathology	Treatment
Semester One	Models of the Mind 2	Differential Diagnosis	Case Conference
Semester Two	Neurobiology	Schizoid Personality Org.	Case Conference
Year Three	Theory	Psychopathology	Treatment
Semester One	Disorder of Self and Trauma	Differential Diagnosis	Case Conference
Semester Two	Countertransference	Pharmacotherapy	Case Conference

COURSE OUTLINES

The Self: Developmental and Attachment Theory

This course provides an overview of the processes involved in psychological development from infancy onward. It offers an understanding of the complicated interplay between the external and internal forces that influence the developing child. The growing body of theoretical knowledge concerning affect, memory and temperament will be explored from Mahler onward, through Bowlby and the Attachment Theorists, into the work of such theorists as Siegel, Stern, Tronick, Trevarthen, Beebe and Lachmann, culminating in the pioneering research of Allan Schore.

Borderline Personality Disorder

This course presents the Borderline Personality Disorder – the “separation sensitive” in Circle of Security* terms – as a unique clinical entity, and one which is grasped through the pattern of intrapsychic structure rather than DSM 4 and 5 descriptive terminology. Masterson’s approach to the Borderline disorder will be compared and contrasted with other approaches, in order to help participants appreciate similarities and differences with other schools of analytic thought. A case presentation will be followed through, in order to help participants link the clinical approach with seminal ideas such as intrapsychic structure, splitting, the “acting out” defences, the reunion fantasy, and the difference between real and maladaptive “false” selves. This course will also cross link insights developed by Masterson with empirical research offered by contemporary affective neuroscience.

Models of the Mind 1 & 2

This course has been designed to be a basic grounding in Object Relations theory as it arose in the last century. Object Relations theory, Self and attachment theory are the theoretical foundations in the field of disorders of self and the findings of contemporary affective neuroscience and neurobiology are best anchored on an appreciation of this foundation.

This course will cover the origins of Object Relations thinking as it arose in reaction to Freud’s classic drive theory and important concepts such as internalization, splitting, projection/introjection will be elucidated through the work of Freud, Klein, Fairbairn, Guntrip and Winnicott. The conflicts in the field between the One person and two person models of psychoanalytic therapy will be elucidated in order to help students place attachment theory in the context of evolution of object relations theory and how this in turn leads to an enhanced understanding of intersubjectivity.

Neurobiology

This course will focus on the revolution that has occurred in neurobiology since the 1980's, which has profoundly altered our conceptions of memory, anxiety, behaviour, learning and so on. Enough research has been done that one can accurately refer to work that addresses a "neurobiology of the self". This course continues the examination the work of prominent neurobiologically oriented theorists such as Allan Schore, Jaak Panksepp, Daniel Siegel and Gerald Edelman. Their contribution to the current understanding of the self is critical and complementary to a comprehensive dynamic formulation, and the way in which clinical neurobiological formulations both expand and validate affect based psychodynamic theories will be explored.

Narcissistic Personality Disorder

This course presents the Narcissistic Personality Disorder – the "esteem sensitive" in Circle of Security terms – as one point on the wider spectrum of the psychology of narcissism. Using developmental theory, it specifically attempts to integrate theoretical understanding of the Narcissistic Disorder with the clinical picture presented by a patient suffering from Narcissistic Personality Disorder. Clinical models such as the Conversational Model and other models that focus on narcissism are used to contrast the unique aspects of Masterson's emphasis on intrapsychic structure in his clinical model. As with the course on the Borderline Disorder, this course will include both a didactic and clinical component.

Schizoid Personality Disorder

Schizoid phenomena were especially articulated in the work of Fairbairn, Guntrip, and to some extent Melanie Klein. However, the most contemporary clinical elaboration of how these phenomena can best be understood in the elucidation of the schizoid personality disorder is found in the work of Ralph Klein MD. This course will examine how his treatment interventions have been designed to facilitate progress in the treatment of a disorder that has often been regarded as "untreatable". This course will examine the evolution of ideas around schizoid phenomena as a prelude to focussing on how Klein's model enables clinicians to both understand and effectively intervene in the distancing defences of the "safety sensitive" personality.*

Kent Hoffman, Glen Cooper, Bert Powell's "Circle of Security"

Differential Diagnosis

In this program, which focuses largely upon the personality disorders, the capacity to make a differential diagnosis is of crucial significance, especially as The Masterson Approach recognizes that patients with different diagnoses profit from different clinical interventions. Thus a comprehensive course in differential diagnosis refocuses the clinician's attention on understanding not only the features which differentiate the personality disorders from each other, but, equally important, the course demonstrates the overlap, interface, and co-morbidity of other forms of psychopathology with the personality disorders. Thus, special attention is paid to differentiating the personality disorders from one another, as well as from the neuroses, and the psychoses. As well, the course will attempt to create a deeper understanding of the broad field of mood, anxiety and substance abuse disorders.

Continuous Case Conference

The continuous case seminar, which commences in Semester One, is used throughout the "2+1" training as a vehicle to provide an in-depth study of the psychotherapeutic process as it pertains to the treatment of disorders of self. Issues explored include differential diagnosis, choice of therapeutic modality, stages of psychotherapy, establishing a therapeutic alliance, differential use of therapeutic interventions and the vicissitudes of transference and countertransference. As participants track progress of patients, they will be able to observe the ways in which rigorous attention must be paid to adjusting therapeutic interventions and therapeutic pressure dependent on the specific nature of the patient's pathology as well as other patient's capacity to respond – all within the framework of a consistently maintained therapeutic neutrality.

Trauma And Personality Disorder

The distinction between issues and behaviours which arise from underlying personality disorder from those which arise from the impact of trauma is crucial to the effective treatment of both. Clinicians trained in character work often miss the interweaving of trauma and the self, and set aside traumatic material as "crisis work" to be handled elsewhere. * This course will focus on teaching participants to understand how strengthening the patient's self is essential to the overcoming of trauma, and how to work with both.



ADMISSION REQUIREMENTS

Enrollment is open to registered mental health professionals holding a professional degree from an accredited institution. An application is required, including a Curriculum Vitae, professional and personal references and a personal statement. In addition, the faculty of the Institute conducts individual interviews. Suitability for enrollment is determined through assessment of intellectual ability, motivation, and personal and professional maturity.

PAYMENT OF FEES

Tuition: \$2000.00 (includes GST).

Supervision: \$100.00 per session (\$US100.00 for USA based supervisors)

“+1” YEAR: \$1000.00 per semester.

Schedule of Payments

A non-refundable tuition deposit (credited toward tuition) of \$200.00 is required at time of acceptance.

We require \$1000.00 at the commencement of each semester, with the remaining \$1000 to be paid by the last class of each semester.

It is the responsibility of every participant to arrange with each supervisor how and when supervision will be paid.

ONLINE EDUCATION

In order to make our online courses available to candidates from anywhere in the world we use WebEx video conferencing software which is delivered over the Cisco WebEx cloud. This software provides real-time collaboration with your colleagues over any web device.



APPLICATION FORM

First name	Last name
Home address	
Telephone (office)	Telephone (mobile)
Email	
Degree	Current position

Please attach the following to your application:

1. Curriculum Vitae

2. References

List names, addresses and telephone numbers of three references to whom you will send requests for recommendations.

Letters of recommendation should be sent to:

**Caroline Andrew
Suite 106/8 Clarke St
Crows Nest NSW 2065
Australia**

3. Personal Psychotherapy

Give the theoretical orientation of your therapist. Include dates of treatment, frequency and type of psychotherapy.

4. Brief autobiographical sketch (one page)

Please send your application to the address above.